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ABSTRACT

The Bay Area Bilingual Education League (BABEL) is a merger of four districts concerned with bilingual education for Spanish-speaking, Chinese-speaking and English-speaking children. BABEL sponsored a Bilingual Methodologies Institute, designed to meet the needs of its teachers and teacher assistants in the classroom. The institute covered all aspects of bilingual education from individual subject matter to class management. The institute consisted of three major components: the elementary school, the secondary school, both of which focused on English/Spanish bilingual instruction, and a Chinese institute which focused on Chinese/English bilingual instruction. This booklet is a day-by-day summary of the activities of the institute. A brief evaluation of the institute as a whole is provided. A narrative description of the Chinese institute is also given, followed by: (1) a list of the workshops and consultants for that institute, (2) a list of participants in all the components, and (3) a brief description of the BABEL Auxiliary Bilingual Training Program for eleven bilingual/bicultural interns in a Master's program in audit and evaluation. (Author/CFM)

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Bay Area Bilingual Education League

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METHODOLOGIES INSTITUTE

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BABEL BILINGUAL

METHODOLOGIES INSTITUTE

By

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Staff Development Coordinator
Bay Area Bilingual Education League

INTRODUCTION

BABEL (Bay Area Bilingual Education League) is a merger of four different districts who combined efforts to confront the need for Bilingual Education. The districts are Berkeley, Oakland, Richmond and Daly City. The objectives of BABEL are designed to meet the particular need of Spanish-speaking, Chinese-speaking and English-speaking children

Recently, BABEL sponsored a Bilingual Methodologies Institute which was a combined effort to meet the needs of our teachers and teacher assistants in the classroom. The institute covered all aspects of Bilingual Education from individual subject matter to class management.

The task of teaching in a Bilingual setting presents a greater challange to teachers than traditional class instruction. It is therefore important to assess what the weaknesses are in order to avoid curriculum and instructional problems that may arise later in the classroom. It is unfortunate that good teachers are frustrated while in the classroom due to inadequate training. Consequently, the BABEL Consortia offers bilingual teacher training and Educational Career Lattice Programs for all staff members in the project.

Furthermore, we, at BABEL, feel that it is crucial to train our teachers and teacher assistants before they enter the classroom and to continually provide in-service workshops that will prepare them to handle classroom problems. Additionally, we feel that if children are to receive a total classroom experience, it is necessary to provide our teachers with the instruments and counseling needed to perform that task. The BABEL Institute was a first step towards that goal.

The Bay Area Bilingual Education League wishes to express sincerest gratitude to Jerry Rider and Claude Hansen, Office of Professional Development, California, also, William Smith, Roberto Olivares and Allan Brownsword, Office of Professional Development (EPDA), Washington, D. C. without whose support and EPDA grants the institute would not have taken place.

The following brochure is a summary of activities that occurred during our institute.

I. OVER-ALL ASSESSMENT OF BABEL SUMMER INSTITUTE

June 26 - July 21

Recently, BABEL (Bay Area Bilingual Education League) sponsored a Summer Training Institute. This institute consisted of three major components. For the elementary component, the institute was held at Franklin School in Berkeley. This workshop addressed itself to the problems that teachers on the elementary grade level were facing. For the secondary component, the institute was held at Serramonte High School in Daly City. This workshop addressed itself to problems on the high school level. In addition to these workshops that focused on English/Spanish bilingual instruction, there was a Chinese Institute which was held in Oakland for the Chinese BABEL Staff. This workshop focused on Chinese/English bilingual instruction.

The weekly evaluations which were passed out to the participants indicated enthusiastic approval on the choice of consultants and the specific subject areas covered. The comments that were offered will be very helpful to the BABEL staff on helping us plan future workshops; the concern of the participants stressed that we emphasize consultants which would address themselves to very specific needs in the classroom, such as more emphasis on curriculum development as well as more techniques in ESL and SSL instruction. Small group discussion was very effective and made idea exchanging much easier than working in a very large group. The spirit of the workshop was enthusiastic and it gave everyone a chance to cover the gamut of Bilingual Education and expose our staff to the methodology of teaching in a bilingual setting as well as developing very much needed bilingual curriculum. It was a very exciting and worthwhile four weeks, in the effort of attending to the needs of our teachers in the classroom, so that they will be better prepared to meet the needs of the children throughout the year. The basic concern of all of us participating in the workshop was on developing an awareness towards the children and how best to meet their needs by providing an atmosphere of excitement and challenge that is conducive to learning and providing them with a proper self-image. This task is not a small one, but we at BABEL are very excited about the opportunity of helping to create a better learning situation whereby the encounter of children——teacher——classroom can be a good and hearty experience of accepting and understanding language and culture differences.

The Summer Institute was just one of many workshops that we at BABEL will be sponsoring in order to make the classroom a better "Learning Center."

II. TABLE OF CONTENTS

(Taken from BABEL Summer Institute)

The following topics were presented during the four-week workshop:

Monday, June 26, 1972

Topic: Understanding differences between bilingual education and regular education and the BABEL Project.

Abstract of presentation: Bilingual education is the use of two languages, one of which is English, to teach all curricular area of education. It is the teaching of English and another language (Chinese and/or Spanish) as well. Bilingual education differs from regular instruction in that it provides a learning process through the mother tongue, which is followed closely by the learning of a second language.

Tuesday, June 27, 1972

Topic: Further introduction of Project BABEL, by Mr. Ben Soria Director of the Bilingual Program, Santa Anna, California

Abstract of Workshop: The beginnings of a bilingual program. The planning scheme of establishing goals and objectives within the school district. Mr. Soria showed his film, "The Santa Anna Project". This clearly defined his personal experiences in starting out on his bilingual project.

Wednesday, June 28, 1972

Topic: Star Power——"An Exercise in Group Process"

Abstract of workshop: This is a game in which a low mobility three-tiered society is built through the distribution of wealth in the form of chips. Participants have a chance to progress

from one level to another by acquiring wealth through trading with other participants. Once the society is established, the group with the most wealth is given the right to make the rules for the game. They generally move rules which the other groups consider unfair fascistic and racist. A revolt against the rules and the rule makers generally ensues. The game is useful for raising questions about the use of power in a competetive society.

Thursday, June 29, 1972

Topic: Understanding Bilingual Materials & Curriculum.

Abstract of Workshop: The BABEL curriculum guide was used to familiarize participants with the bilingual curriculum which has been developed through the past year. One of the BABEL teachers gave an empirical presentation on the use of these materials in her own classroom.

Friday, June 30, 1972

Topic: Bilingual Methodology

Abstract of Workshop: Discussion on different techniques of teaching bilingual education by the use of Spanish as a Second Language and English as a Second Language.

Second Week

Monday - July 3, 1972

Topic: Criterion Reference Testing & Assessment
By Mr. Eduardo A. Apodaca
Project Hacer Vida Indio, California

Abstract of Presentation: An alternative approach to standardized testing.

The essential elements consist of: (1) Performance objectives agreed upon grade level teams with each objective specifying sample criteria. (2) Criterion referenced tests designed from teacher selected objectives.

Tuesday - July 4, 1972 Holiday

Wednesday, July 5, 1972 - Thurday, July 6, 1972

Topic: Reading and Decoding
By Mr. Pedro Ortis, Director
Reading Task Force
Los Angeles, California

Abstract of Presentation: Detailed methodology involved in teaching reading skills to children who are slow readers.

Friday - July 7, 1972

Topic: Math Workshop
By Mr. José Gutierrez

Abstract of Presentation: Creative approaches in teaching elementary math with emphasis on developing perceptual abilities for math readiness.

BABEL Teacher Assistant, Tomás Vasquez, using Math Workshop techniques in classroom.

Third Week

Monday - July 10, 1972

Topic: Teaching Reading
By Sister Mary Calford

Abstract of presentation: Reading readiness techniques and a sample demonstration of current reading curriculum.

Tuesday - July 11, 1972

Topic: Linguistic considerations on Child Development and Growth
By Dr. Jean Rivoire

Abstract of presentation: The influence of language and culture on a Child's Growth and Development process.

Wednesday - July 12, 1972

Topic: Small Group Learning

Abstract of Presentation: Theory and practice of small group learning centers in the classroom. The small group learning approach divides the students into learning centers and the children learn from one another.

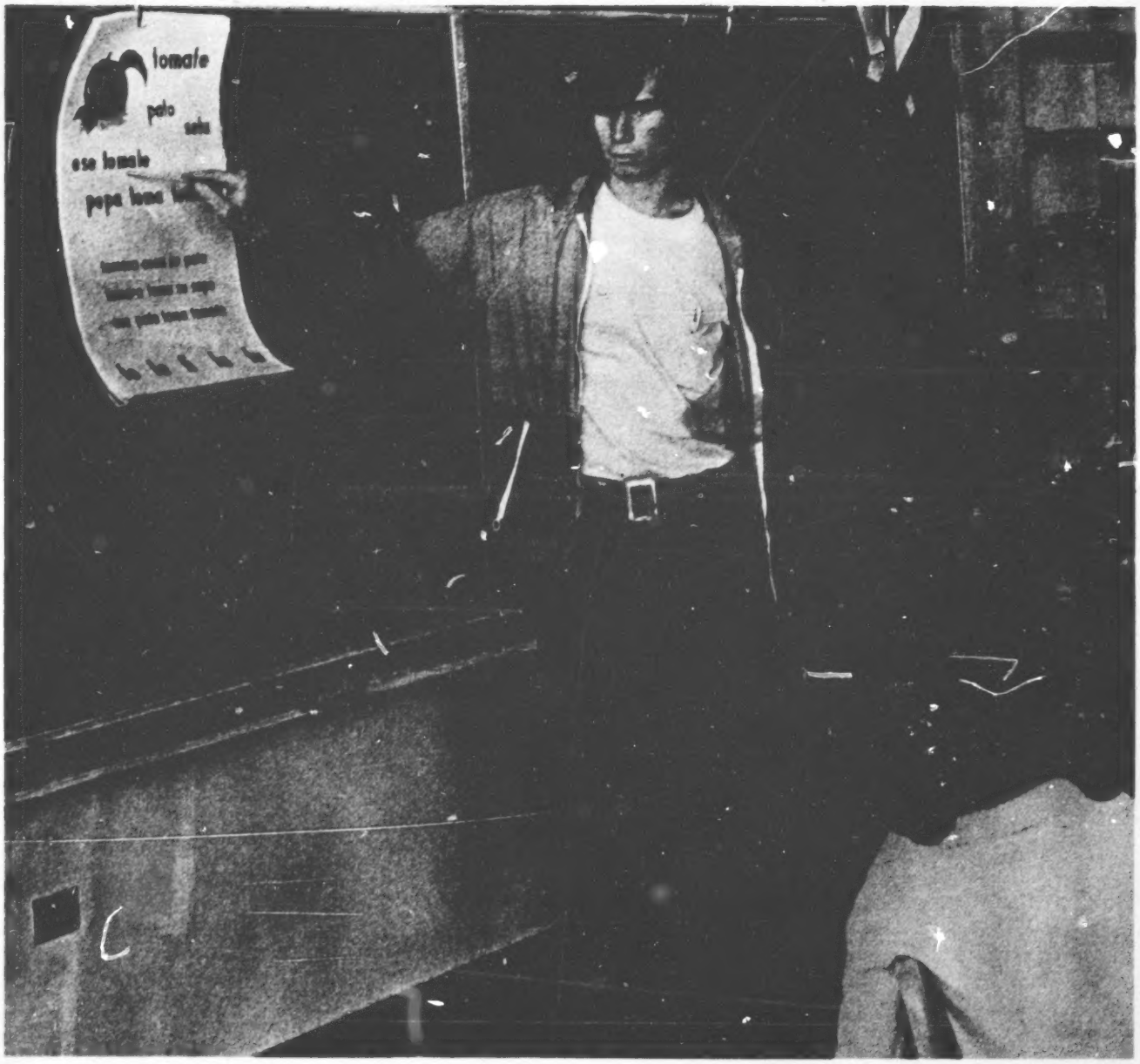
Thursday - July 13, 1972

Topic: Writing up lesson plans and familiarizing BABEL teacher interns and aids with the BABEL Curriculum Guide.

Friday - July 14, 1972

Topic: Self Image
By Dr. Bob Cruz
BABEL Director

Abstract of presentation: Different approaches in developing a positive self image for the children in the classroom through the use of mirror games and describing what the child sees in the mirror. A very positive way of building up self confidence and comradship among peer groups.



BABEL Volunteer, Aaron Zarueta, teaches Reading Readiness in Spanish.

Fourth Week

Monday - July 17, 1972

Topic: Language Arts and Testing
By Mrs. Joan Cheiffetz

Abstract of presentation: How does language affect a child's self esteem concept?

Tuesday - July 18, 1972

Topic: Evaluation and Testing
By Mrs. Olivia Martinez
Coordinator of Testing, BABEL

Abstract of presentation: Testing, test development, statistical inferences, and the use of standardized testing. What are the effects of these instruments on Bicultural children?

Wednesday - July 19, 1972

Topic: Math games in teaching Mathematics to small children.
By José Gutierrez

Abstract of presentation: A variety of Math games and activities that a teacher might use in the classroom to encourage Math learning.

Thursday - July 20, 1972

Topic: The BABEL Media Center and a review of Bilingual materials.

Abstract of presentation: The use of various audio-visual instruments in the classroom.

BABEL Teacher Intern explains Language Arts concepts.

BABEL Teacher, Juan Avila, applies Small Group Learning concepts with 6th and 7th grade girls.

III. TABLE OF CONTENTS

(Taken from Daly City Institute, June 26 - July 14, 1972)

Monday, June 26, 1972

Topic: Introduction of Project BABEL
By Mr. Ed Apodaca
Director of Project Hacer Vida
Indio, California

Abstract of presentation: Goals and objectives of the BABEL Program and Bilingual Education.

Tuesday, June 27, 1972

Topic: Bilingual Methodology

Abstract of Presentation: Understanding the difference between Bilingual Education and regular education through the use of the mother tongue to teach an additional language.

Wednesday, June 28, 1972

Topic: Starpower

Abstract of presentation: This is a game in which a law mobility three-tiered society is built through the distribution of wealth in the form of chips. Participants have a chance to another by acquiring wealth through trading with other participants. Once the society is established, the group with the most wealth is given the right to make the rules for the game. They generally move rules which the other groups consider unfair, fascistic, and roust. A revolt against the rule makers generally ensues. The game is useful for raising questions about the use of power in a competetive society.

Thursday, June 29, 1972

Topic: Curriculum Development according to individual subject matter.

Daly City Teacher Assistant explaining Math problem

Wednesday, July 5, 1972

Topic: Unconscious culture clashes
By Dr. Juan Aragon
Albuquerque, New Mexico

Abstract of presentation: How different ethnic groups set "melted down" by the system and become a miliew of aculturation.

Thursday, July 6, 1972

Topic: Adolescent development and ethnic considerations
By Dr. Jean Revoire

Abstract of presentation; The role of culture forming in attitude and behavior.

Friday, July 7, 1972

Topic: Reading Disabilities
By Mr. Pedro Ortíz, Director
Readingg Task Force Center
Los Angeles, California

Abstract of presentation: Methodology in teaching Reading Skills on the secondary level.

Monday, July 10, 1972

Topic: Linguistic considerations in second language learning.

Abstract of presentation: Language considerations that may help or hamper in the learning of a second language.

Tuesday, July 11, 1972

Topic: Language Arts
By Miss Teri Rudensky

Abstract of presentation: Phonetic approachesin teaching language, the decoding process and a review of current literature on the subject of language arts.

Wednesday, July 12, 1972

Topic: Developing effective instruments for evaluation
By Mrs. Olivia Martinez, Coordinator of Testing and Evaluation, BABEL

Abstract of presentation: A criterion reference approach to testing students on the performance objectives agreed upon by grade level teams with each objective specifying sample criteria.

Thursday, July 13, 1972

Topic: Curriculum Development and Evaluation

Abstract of presentation: Familiarizing teachers with BABEL Curriculum Guide, and the development of Bilingual Curriculum.

IV. BABEL CHINESE SUMMER INSTITUTE

The Chinese BABEL Summer Institute

The Chinese BABEL Summer Institute was held at Lincoln School in Oakland for the elementary component. The staff was very fortunate to have Dr. Victoria Mui from California State College, Hayward as the major consultant for the four-week workshop. Emphasis was on curriculum development in the areas of language arts, math, social studies, and science. The staff was also introduced to numerous techniques applicable to a Bilingual program in English and Cantonese. The Berkeley and Oakland BABEL staff members had an opportunity to make many of the materials to be used in the school year of 1972-1972. Involvement, excitement, and creativity were all part of the atmosphere in the success of the Chinese Summer Institute workshop.

Following the workshop was a three-week summer school held at Lincoln School in Oakland. There were two classes with a total of 55 students. The kindergarten class was taught by Annie Chan and Miranda Chu. The second classroom was a first and second grade combination class. The first grade class was taught by Helen Yee and the second grade class by Bill Dere with Tony Lee as an Instructional Assistant for both grades. Some of the subjects covered were English, Chinese, language arts, math, art, and music. A few Chinese songs and dances were taught to the children. The summer school was very happy to have received assistance from some youths in the Chinese NYC program. The school was also very grateful to Annie Chan and Bill Dere who both volunteered their services for the summer school.

The summer school gave the staff the experience of working with children in a Bilingual setting. It was a place to start implementing some of the new methodology and techniques acquired earlier in the summer so that the staff may be better prepared to meet the needs of the children. The Chinese BABEL Summer Institute was very successful in contributing to the staff's knowledge and experience in Bilingual Education.

Chinese Teacher Intern,Ester Lee, learning Audio Visual techniques at BABEL Media Center.

IV CHINESE BILINGUAL WORKSHOPS

TITLE	CONSULTANT
Contrastive Analysis of Chinese & English I	Dr. Mui
Contrastive Analysis of Chinese & English II	Dr. Chook
Materials for Bilingual Children	Dr. Mui
Practice Session	Staff
Oral Language Development	Dr. Mui
Chinese Education in the U.S.	Dr. Mui
Phonetic and Structural Analysis	Dr. Mui
Audio Visual Technics	Dr. Mui
Creative Writing	Dr. Mui
Enrichment and remedial Materials in Math	Dr. Mui
Environmental Studies	Dr. Mui

LIST OF PARTICIPANTS IN BABEL CHINESE WORKSHOP

William Dere	Oakland
Esther Lee	Berkeley
Madeline Tan	Berkeley
Ching-Sen Yeung	Berkeley
Barbara Jew	Oakland
Eva Chung	Oakland
Annie Chan	Oakland
Lori Tom	Oakland
Joan Fong	Oakland
Miriam Chiu	Oakland
Helen Yee	Berkeley

LIST OF BABEL PARTICIPANTS IN SUMMER INSTITUTE

BERKELEY DISTRICT

Victoria Rivera
Miguel Puell
Myrna Sanchez
Roberto Mendoza
Jasmin Puell
Irene Fernandez
Esequiel Galicia
Jorge Garcia
John Cash
Juan Avila
Maria Isabel Vasquez
Antonieta Franco
Esther Bernal
Jose Luis Orozco
Consuelo Martinez
Edilberto Montecinos
Mirta Luz Tirado
Sonia Rodriguez
Virginia Briseno
Sister Mary Calford
Marta Ramirez

OAKLAND DISTRICT

Lupe Nevel
Tomas Vasquez
Jesse Ramirez
Virginia Chyou
Dennis Urtiaga
Fernando Johnson
Maria Ramos
Gilberto Yanez
Salvador Villa
Marie Cristina Cunha
John Camacho

RICHMOND DISTRICT

Delia Mae Espinoza
Sandra Guerra
Margaret Lara
Lourdes Becera
Diana Meagher
Petra Gonzles
Esther Swift
Luis Garcia
Carmen Reyes
Mary Rothwell
Gloria Gutierrez
Olympia Gregory
Elida Williams
Ignacio Calderon
Ramona Martinez
Cecilia Villalobis
Ben Marines

LIVERMORE DISTRICT

Elena Ruiz
Carmen Rodriguez
Jean Lookeer
Margaret Lopez
Pauline Huerta

DALY CITY DISTRICT

Gladys Braa
Armando Acetuno
Julia Monares
Bea Garay
Consuelo Nunez
Margaret De La Rosa
Sue Haun
Tom Martinez
Richard Lalami
Ruth Mansergh
Marta Delfin
Anna Armstrong
Ricardo Gabaldon
Jose Gomez
Lupe Castrillo
Ofelia Gonzales
Judy Forcada
Betty Pierce
John Ryland
Alfredo Tellez
Art Reade
Richard Colon
Jim McKenzie
Eduardo Barranco
Kathy Perez
Michael Santiago
Jim Lundavzo

V. BABEL AUXILLARY BILINGUAL TRAINING PROGRAM

Eleven interns in the BABEL (Bay Area Bilingual Education League) training program left Monday, August 21 for Washington,D.C.,and the University of Virginia for four weeks of intensive experiential training.

The eleven interns are bilingual and bicultural;nine are Spanish-speaking and two are Chinese. They are involved in a model school-based program that culminates in the earning of a Master's degree in audit and evaluation from the California State University at Hayward. The young people,who have been working in the Berkeley,Richmond,Oakland and Daly City school districts all have guaranteed jobs when they finish the program in December.

Part of their training includes the four-week visit to the East Coast. For the first two weeks they will be working directly in the Department of Health,Education and Welfare gaining experience in the Offices of Civil Rights,Early Childhood Education,Bilingual Education,Career Opportunities Program and the Office of Spanish Surnamed Citizens. In this way they will be immersed in the daily activities of these offices and be exposed to the national scene. With this experience they will be in a much better position to generate and monitor programs in local districts that not only reflect national priorities but that also reflect the needs of their own ethnic constituencies.

For the second two weeks the interns will attend advanced seminars and study under Dr. Mel Provost who directs the Center for Research and Evaluation at the University of Virginia,one of the few such centers in the country.

Traditionally the jobs of auditing and evaluating in school districts have been held by Anglos who have little understanding of either the Spanish sur-named or Asian communities. Auditors and evaluators are hired by school districts to monitor federally funded projects. They inform the project directors if their programs are effective and if the programs are reaching their goals.

This is the first master's program of its kind in the country that serves the bilingual communities. BABEL,which is funded by the Office of Health, Education and Welfare,pays for all the living expenses,tuition and books for interns.

During the rest of the year-long program the interns work in the local school districts and attend classes at Hayward under Dr. Thomas Whalen,Director of Educational Evaluation.

Julia Nieto,BABEL"s coordinator of Higher Education,acts as liasion between the districts and the universities.

Other activities funded under BABEL included bilingual-bicultural classroom programs for primary and elemenatary school children,paraprofessional training programs,a media center and another graduate program for specialists in guidance and counseling. Next year the BABEL staff plans graduate programs for specialists in early childood education and psycholinguistics. BABEL is a consortium of four school districts,Berkeley,Richmond,Oakland and Daly City,established in January,1971,for the purpose of developing programs in the field of bilingual-bicultural education. BABEL headquarters is in the Berkeley Unified School District.

The eleven interns participating in the audit and evaluation program are Rudee Irizarry,Oakland. Lillian Platon,Berkeley. Winston Ho,Walnut Creek. Enrique Mendoza,Oakland. Maria Teresa Burgard,Union City. Mirriam Miranda and Neima Colon,both from New York City, and Alberto Cuadro,Sunol.